CHAPTER V
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This chapter reveals mainly about the summary of the analysis of the findings, as a matter of fact the researcher figures out and realizes that the findings are far from her pre-assumption that when the teachers always give compliments or at least often give compliments to their students, it will arouse the students' motivation to perform their task eagerly. However, the lecturers of IBM mostly consider compliments unnecessary to be given to their students since compliments may provide either good or bad responses toward the students' learning performances.

Based on the findings, the researcher finds that the lecturers of IBM – Petra Christian University (45%) seldom give compliments due to the fact that compliments are given at the end of the semester to show that the students definitely can perform the best they can. Here, compliments are used as the ultimate rewards and appreciation toward their ultimate work along the semester. If the lecturer gives compliments at the beginning of the semester, the lecturers are afraid it can affect the students' motivation in learning due to their self-satisfaction toward their study performances and underestimate the following tasks given by the lecturers.

Moreover, the researcher figures out that the most favorite topic (55%) that the lecturers deal with the students when complimenting is judging the skills or accomplishments of the students. The lecturers of IBM regard that this topic is a trigger and/or opener to compliment their students. The statement such as "I like your presentation" might be a good introduction for complimenting the students. The least topic that the teacher engages with the students is about personal attributes or possessions

in which the lecturers of IBM consider this topic as a personal topic about choices. Furthermore, the lecturers add that this topic is considered as a phatic expression that is not closely related to the academic topic.

In addition to compliments, the researcher finds out that the nationality of the lecturers also plays an important part in the frequency of giving compliments. Two American lecturers and one Canadian lecturer give more compliments to their students than the Indonesian lecturers who share similar cultural point of view with Chinese and Japanese. This also occurs to the Indonesian lecturers who have experiences staying or continuing their study abroad especially in western countries such as the United States, Australia or Canada. The process of biculturalism affects their perception and point of view if it is still positively in line with the norms. RS and TV graduated from Australia and they perceive that giving compliments as a good side for motivating and tighten up their relationship with the students.

Finally, the researcher discovers that the primary purpose of giving compliments to the students is to judge someone's ability or performance. Thirty-five percent of the lecturers believe that the significant compliments that they give to their students is judging their students skills.

This fact indicates that giving compliments to the students is unnecessary for the lecturers of IBM since they consider that there are still some functional ways to appreciate the students' work and encourage them to keep on doing their best.

Ultimately, the fact that the researcher expects that her study will contribute a valuable information about teachers' compliments to the students is sociolinguistics as well as teaching. This study, moreover, is suggestable to other researchers who would

like to investigate teachers' compliments in different perspectives such as the investigation on the students' opinion about the teachers' compliments whether or not they are motivated or happy with the teachers' compliments, and the research into written compliments given by the teachers to the students. Hopefully, future studies can enhance the study about compliments

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